



**South Carolina College- and Career-Ready
Standards and Indicators for
Grade 6**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
3.4 Organize and categorize important information, revise ideas, and report relevant findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
4.3 Reflect on findings and pose appropriate questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.
5.2 Employ past and present learning in order to monitor and guide inquiry.
5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing,

synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast a narrative, drama, or poem read to an audio, video, or live version of the same text.
7.2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
9.2 Analyze the author's word and convention choices and draw conclusions about how they impact meaning and tone.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Use the overall meaning of a text or a word's position or function to determine the meaning of a word or phrase.

- 10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
12.2 Compare and contrast how different text structures contribute to meaning and impact the reader.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.
13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers, and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level text with purpose and understanding.
- 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.
- 8.2 Identify text features and structures that support an author's ideas or claim.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word's position or function.
- 9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases, and affixes.

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective represented.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Identify text features and structures that support an author's idea or claim.
- 11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for a sustained period of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers..

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write arguments that:
- introduce a focused claim and organize reasons and evidence clearly;
 - use information from multiple print and multimedia sources;
 - support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;
 - use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;
 - establish and maintain a formal style; and
 - provide a conclusion that follows from and supports the argument.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Write informative/explanatory texts that:
- introduce a focused topic;
 - use relevant information from multiple print and multimedia sources;
 - use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information;
 - use credible sources;
 - include formatting, graphics, and multimedia to aid comprehension;
 - develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize to avoid plagiarism;
 - follow a standard format for citation;
 - use appropriate transitions to clarify the relationships among ideas and concepts;

- use precise language and domain-specific vocabulary to inform or explain the topic;
- establish and maintain a style and tone authentic to the purpose; and
- provide a concluding statement or section that follows the information or explanation presented.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
- develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences;
 - engage and orient the reader by establishing a context and introducing a narrator and/or characters;
 - organize an event sequence that unfolds naturally and logically;
 - use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;
 - use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;
 - develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
 - use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 When writing:
- ensure that subjective, objective, and possessive pronouns are in the proper case;
 - use intensive pronouns;
 - recognize and use appropriate continuity and shifts in pronoun number and person;
 - recognize and correct pronouns with unclear or ambiguous antecedents;

- e. recognize variations from standard English in one's own and others' writing; and
- f. identify and use strategies to improve expression in conventional language.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.2 Use:

- a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.
- 1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.
- 1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

- 2.1 Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.
- 2.2 Distinguish between credible and non-credible sources of information.
- 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

- 3.1 Analyze the impact of selected media and formats on meaning.
- 3.2 Utilize multimedia to enrich presentations.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

- 4.1 Determine the effectiveness of a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- 4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
- 4.3 Determine how the speaker:
 - a. articulates a clear message;
 - b. monitors audience awareness;
 - c. addresses possible misconceptions or objections;
 - d. chooses appropriate media; and uses an appropriate style for the audience.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Consider audience when selecting presentation types.
- 5.2 Select and integrate craft techniques to impact audience.

Notes:

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